

ComS 222

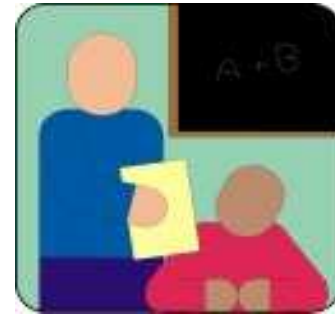
**INSTRUCTIONAL COMMUNICATION PRACTICUM
Fall 2013**

Instructor: Dr. Mark Stoner

Office: Mendocino Hall 5034

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URL: www.csus.edu/indiv/s/stonerm



Office Hours:

- Tues: 2-3; & 5-5:30 PM (I will be available in office and via Skype. My Skype name is mark.stoner)
- Thurs: 2-3; & 5-5:30PM (in office and via Skype.)

Course Description

An examination of communication theory and research in instructional or training contexts. Designed for beginning teachers/organizational trainers, this course centers on those communication principles which contribute to greater student/client learning and satisfaction. Emphasis is on the development and implementation of instructional communication packages for adult learners. Pre- or co-requisite: ComS 200 or consent of instructor. 3 units.

Position in the curriculum

This course is an optional course in the graduate curriculum and is complementary to Theories of Instructional Communication, (ComS 221). It has been designed to provide practice in developing or improving classroom communication skills in a variety of contexts. It is particularly useful for people who wish to teach at the college level (asTA or in a regular PT or FT teaching position) or who intend to be involved in corporate training.

Texts

Required, print (At CSUS bookstore **or Amazon**)

Kougl, K. (1997) *Communicating in the Classroom*. Prospect Heights, ILL: Waveland Press.

(via download)

Anderson, Terry, and Fathi Elloumi. (2004) *Theory & Practice of Online Education*. Athabasca University, Canada. **Free and available for download** at <http://www.aupress.ca/index.php/books/120146>

Pre-course readings, Assigned Readings and Resource Readings packets via links I send you via email before the class. If you add the class, email me a request for

the links and I will send them to you.

Conceptual outline of the course

- I. Examination of the research literature in instructional communication
- II. The specific communication context of lecturing
Teaching Practice: lecture
- III. The specific communication context of classroom discussions
Teaching Practice: Leading Discussion
- IV. The specific communication context of small group and collaborative learning
Teaching Practice: Creating and facilitating small group/ collaborative communication activities
- V. Exploring the context of the electronic classroom
- VI. Presentation and synthesis of your own research, thinking and learning.

Course objectives

A. **Examine** and **synthesize** pedagogical and communication theory so as to better meet the communication needs of students/clients.

B. **Understand** and **practice** communication skills in the classroom for the development and maintenance of an environment conducive to student/client-teacher interaction and learning.

C. **Develop** competency in teaching communication skills to students/clients.

D. **Implement** principles of communication in numerous practice teaching experiences in class.

E. **Explore** the use of developing electronic media in the classroom (distance education will be the focus)

Your personal objectives for the course:

- 1.
- 2.
- 3.

Methods of instruction

Teaching methods in this class will include lecture, discussion, individual and

group activities, and practice teaching exercises. Much of the teaching of methods will be via modeling. I will model specific teaching methods for you; your task will be to consciously examine what I do and reflect upon how you can implement the methods within your own style and context. Due to the limited amount of time we have for direct instruction, such an approach, if we are all consciously engaged during class, will be an efficient means of instruction. The intent is that the structure and process of in-class activities will provide you with models to augment your repertoire of methods in assisting students in creating their own knowledge.

Also, I am expecting that you will take initiative in setting the direction of the work we are doing in the course by suggesting modifications, problem-solving, generating ideas for your own research and practice. We are in this together; I have some perspectives to share with you and you have to share with me and each other. *Ultimately, I see the methods of instruction converging in the metaphors of the "laboratory" (rather than the "dispensary") and "network" (rather than "broadcast").*

Course assignments and their values

Mid-term and Final exam (2 x 15%) or Term Project (Paper and Presentation 30%)		30%
<i>Do two of three presentations and accompanying self-evaluations for total of</i>		
1. Presentation of Lecture + Self-evaluation of Lecture	10 10	20%
2. Presentation of Discussion + Self-evaluation of Discussion	10 10	20%
3. Presentation of Collaborative Lesson + Self-evaluation of Collaborative Lesson	10 10	20%
Review of Literature Assignment (Group)		20%
Analysis of Electronic Media (1 of 2 options)		10%
Due to 14 week calendar, I must drop the Analysis of Electronic Media Assignment...		Total: 100 90%

Final Grades will be assigned as follows:

A 94-100 A- 90-93 B+ 88-89 B 84-87 B- 80-83 C+ 78-79 C 74-77
C- 70-73 D+ 68-69 D 64-67 D- 60-63 F ≤ 60

Course policies

Laptop use

If you wish to bring a laptop, *please keep it closed until there is "tops up" time* for writing a few notes to yourself or there is a need to do some research online. I find it hard to connect with students who are focused on a laptop display; some students find the key clicks and monitor images distracting as well. *If you have a disability verified by the Services to Students With Disabilities (SSWD) office and you wish to discuss academic accommodations relative to laptop use in class, please talk with me immediately.*

Cell phone use

Please turn off your cell phones while class is in session. If you must be available for a call or expect to receive a text message, please put your phone on vibrate and sit near the classroom door so you can discretely exit and take your call or text. I expect this will be a rare event.

Grades

I will not discuss any grade for any assignment on the day I it hand back to you. I've found it is helpful if you take the feedback, look it over, consider it in light of the relevant rubric before initiating a discussion that can become tense. If you wish to discuss a grade, just call or visit me in office hours or make an appointment. If you wish to contest a grade, I'd like you to write out your argument clearly, concisely and completely and bring it with you to the meeting.

Attendance

With a performance-based course, it is essential that scheduled speakers attend when scheduled to speak and that they have an audience. As a community of learners, we are responsible to each other to come prepared and contribute ideas to the class discussions. I assume everyone has a commitment to coming to every class session. However, as adults, sometimes emergencies occur and our presence is required elsewhere. My experience has been that such circumstances rarely happen more than once a semester. If you miss more than once, we will discuss the situation. (If you know of a class you will not be able to attend, please let me know ahead of time.)

Class presentations

Due to the lack of free time in the class schedule, it will not be possible to make up missed presentations. Plan on doing your presentation *even if you are not feeling well*. In a case like that, you can do your presentation early in the session and will be excused to go home. If your doctor orders you to stay at home and consequently you miss your presentation, you will be excused, of course. If your doctor orders you to stay home, please let me know prior to class, if possible.

Due dates

All assignments are due at class time on the date announced. As responsible adults, I assume you will make a commitment to meeting assignment due dates. If you are prevented from meeting the date, I'd like to discuss the situation with you.

Grade of "incomplete"

I don't assign a grade of incomplete unless the requirements and conditions stipulated by the university for that grade are met. If you believe you qualify for an incomplete, I'll be happy to hear your case. That proposal will serve as a starting point from which we will negotiate a jointly satisfactory plan for completing the course.

<http://aaweb.csus.edu/catalog/current/First%20100%20Pages/GRADE.asp#incomplete>

Plagiarism

I will follow the departmental policy on plagiarism. Never give into the temptation. If you face a situation that tempts you to do so (overloaded; dealing with problems that are overwhelming, etc.) please talk to me so we can find a legitimate solution; honesty is the best policy for crediting others' work.

Dropping the course

I will follow the departmental policy on dropping; that is, you may drop without permission, until the second week.

ComS 222 Class contacts information:

Name	Phone Numbers	Email